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CIVICS IN THE GRADES

1. Course of Study.
2. Methods of Instruction.
3. Bibliography.

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We stumble over the things nearest us.
Benjamin Harrison.

HENRY L. TALKINGTON

Department of American History and Civics
Lewiston State Normal School

“Every phase of life outside of the family circle is public life; and the business of all education is to fit men for public life—that is, life in relation to the social organism.”

PREFACE

It has been well said that "Civics," like history, in the grades, has only within recent years advanced beyond the stage of utter neglect or perfunctory attention." It is true that a certain amount of time has been given to the study of the constitution of the United States, but this has oftentimes amounted to little more than the ability to name the qualifications, manner of election and the general powers and duties of the officers of the national government. Little or no attention has been given to the study of government as it is found in the family, the school, the city, the county or the state or to bring the individual into a realization of his personal responsibility to government wherever found.

In the United States, from the school district to the nation government, sovereignty is vested in the individual citizen, yet he has often received far too little practical education and training to fit him properly to exercise his sovereign power. Incidentally much valuable instruction in civics is received by the child everywhere. If he is taught to be obedient at home he will be orderly in school and law abiding when he leaves it; habits of industry, honesty and truthfulness formed in one place are likely to be practiced in another. But training for citizenship should not be incidental it should be intentional, purposeful.

The great civic awakening, witnessed in the United States during the last few years, has not diminished the interest in the affairs of the national government, but rather it has widened the scope of the study of government in general and the part the individual citizen in particular plays in its administration. Civil government has come to mean citizen government, and this fact is everywhere recognized. A place for the work is being made in the course of study in our best schools; plenty of good books and suitable current literature may be obtained for every grade and there is a public demand for "Civic" education.

Broadly speaking the material here considered centers around one of the following civil units: (1) the family, (2) the school, (3) the precinct, (4) the county, (5) the city, (6)

the state, (7) the nation. The first three topics should come in the first four grades, but beginning with the fifth one of the remaining topics may be taken up in each of the other grades.

In this bulletin, which must necessarily be brief, the author has not attempted to give much material for the study of civics but rather to indicate where it may be obtained and how it is to be presented to the various grades. Again the author has emphasized the "Civics" side of the work, taking it for granted that the teacher will very naturally present the formal academic side. Most of the work here presented is in the form of questions asked, but the period has been used instead of the interrogation point, as the object has been to announce a topic to be studied rather than a question to be answered.

HENRY L. TALKINGTON.

Lewiston, Idaho, April 16, 1908.

FAMILY GOVERNMENT

Government originated with the family and has always been based upon it. "The purity of the home is regarded as the first concern of all good government," for it is realized that the training received by the child in the home determines the character of the citizenship found in any country.

There are certain fundamental virtues that should early be impressed upon the mind of the child that he may be just and fair to himself and to others in all of his relations with them; among these virtues are candor, truthfulness, frankness, honesty, neatness, cleanliness, purity, order, obedience, promptness, punctuality, faithfulness; fairness, gratitude, sympathy, thoughtfulness, self-denial, affection, kindness, courtesy, loyalty, politeness, duty, self-respect, self-reliance, independence, courage, bravery, boldness, self-control, self-esteem, alertness, industry, thoroughness, activity, concentration, perseverance, persistence, patience, endurance; economy, ownership, orderliness; humor, beauty, enthusiasm, cheerfulness, ambition.

The child should be taught that his parents supply him with food, clothing, and all of the comforts of the home, that they are much wiser than he, that they are anxious to do everything that is for his own best interest, therefore he should render them implicit obedience. He should be made to feel that all he does either helps or hinders other members of the family; that since he receives he must also give assistance whenever possible, that when he fails to do his share of the work others must do more than theirs, that carelessness may endanger not only his life, but the lives of others as well, that for every violation of law there should be and is a penalty; if it be a law of health pain follows; if a moral law a forfeiture of the confidence of others and of his own self-respect, while if it be a civil law it means a fine or imprisonment.

METHOD OF PRESENTATION

The child in the lower grades is so frank and free from any disposition to conceal anything of his own life or that of his home, the teacher therefore can detect his deficiency of whatever nature. Other characteristics of the child will greatly aid the teacher in this work. The habits of the young are not strongly fixed and they are very responsive and impressionable.

Since family government is largely one of "morals," the duty one owes to another, and "manners," the proper expression of his relation to another, it is needless to say that it should not be taught by a series of talks or recitations on these subjects; but as the occasion arises, and it will daily, the great truths of "morals and manners" should be impressed upon his mind.

Much valuable instruction may be gained from the story of the home life of the early Hebrews, the Greeks, the Romans, the English, the Colonists and the Indian found in well written books, and current literature has much of interest on children's play-grounds, orphan asylums, juvenile courts, manual training and domestic science, libraries, fresh air fund and many other movements in which family government is supplemented by extending public or private assistance.

THE SCHOOL

The school is not only the most democratic institution in the United States, but it is the place where some of the best training for citizenship may be received, for here the child for twelve years works with others who differ from him financially, socially and in general disposition.

This work naturally falls under the following heads:

The Pupil.

1. Who may attend—school age.
2. Why the pupil should be prompt in obeying all signals.
3. Why punctual and regular in attendance.
4. Why attentive and orderly in conduct.
5. His relation to his fellow pupils, the janitor and the teachers.
6. The care of his books and of all school property.
7. The child should be shown how he may assist the janitor in keeping the building clean and in beautifying the school grounds.

The Playground.

1. As a rule children should be separated according to age and sex. The large boys engage in "rougher" games than do the older girls, and small children should have the less difficult games.
2. There should be many kinds of games and games in which many engage at the same time.
3. There should be rules and officers that all obey.
4. Each pupil may sometimes be required to play in a position which he does not like.
5. When there is any expense each should be given an opportunity to pay his part.
6. The child should be taught to play to win, but to win fairly, to act independently, or in conjunction with others, on his own initiative or in accordance with the suggestion of others.

The Teacher.

1. Qualifications—citizenship, educational, moral.
2. Contract—is with whom and how many copies.
3. Authority over the pupil to punish or suspend.
4. Duty in regard to state course of study, text books (adopted), teachers' institutes, school property and to the community.
5. By whom elected and by whom and how often paid.
6. Necessary steps to be taken to secure salary.
7. How often, to whom and on what does he report.
8. What is a school register and by whom kept.
9. From whom does a teacher receive a certificate and by whom and for what reasons may it be revoked.
10. How many grades of certificates granted by a county school superintendent; State Board of Education.
11. What kinds of teaching prohibited.

The School Building.

1. Who authorizes its erection.
2. How and by whom built and furnished.
3. What per cent. of the school money must be expended for library purposes.
4. Who cares for the library. a. During the session of school. b. During vacation.
5. Who determines whether the books are to be furnished by the school or by each individual pupil.
6. Who pays for all property destroyed in or around the building.
7. By whom are the expenses of heating, lighting and caring for the building paid.
8. How may a school building be removed.

Contagious Diseases.

1. What diseases are considered contagious.
2. Why should one be vaccinated.
3. In case of a contagion breaking out in a school what is the duty of:
 - a. The teacher.
 - b. The afflicted pupil and other members of his family.

- c. The owner of the premises.
- d. The trustees.
- e. When may the pupils return.
- f. What should be done with the books and articles of clothing used by a pupil afflicted with a contagious disease.
- g. What is the cause of the origin and spread of many kinds of contagious diseases.

The Trustees.

- 1. How many, by whom, when and for how long are they elected.
- 2. Who are the officers of the Board of Trustees.
- 3. By whom is a vacancy in the board filled.
- 4. Their power over.
 - a. The teacher.
 - b. The pupils.
 - c. The janitor.
 - d. The school building and grounds.
- 5. How often and what kinds of meetings.
- 6. Of whom do they receive and to whom do they make reports.
- 7. They may be compelled to make what kind of repairs.
- 8. What kind of men should be chosen for this office.

School Fund.

- 1. Sources.
 - a. School lands—what sections belong to the schools.
 - b. Taxes—regular and special.
 - c. License—kinds.
 - d. Fines and forfeitures—meaning of terms.
 - e. Money received from the sale of estray stock.
- 2. How often is the money belonging to the schools apportioned.
 - a. By the state school superintendent.
 - b. The county school superintendent.
- 3. On what basis is the fund distributed by.
 - a. The state school superintendent.
 - b. The county school superintendent.

4. What is the rate of the regular school tax and by whom levied.
5. By whom and for how much is a special tax levied.
6. For what reasons may a district forfeit or lose its school funds.
7. Who is custodian of the school funds.
 - a. In the county.
 - b. In the state.

The School District.

1. Kinds.
 - a. Regular.
 - b. Independent.
 - c. Joint.
 - d. Consolidated.
2. How and by whom created.
3. It must contain how many children of school age. How many square miles of territory and how many dollars' worth of taxable property.
4. When does a district lapse and what becomes of its property when this occurs.
5. On what conditions may non-resident pupils attend school in a district.
6. When may a school district be divided.
7. What is meant by bonding a district.
8. Who may vote at election authorizing the bonding of a district.
9. Meaning of the terms "free holder," "householder."
10. How are the bonds of a school district sold.
11. What provision must be made for their payment.
12. To whom do school districts usually sell their bonds and what rate of interest do they pay.

The Patron.

The laws prescribe the maximum and minimum amount of money that is to be levied in each school district and how the money is to be expended, but by far the best service rendered any school by the patrons is voluntary. The tactful teacher will enlist their support in various ways, among which are the following:

1. Parents' meetings.
 - a. What should be the nature of the program.
 - b. How often should the meetings be held.
 - c. What is the best time for holding them.
2. Legal holidays.
 - a. Thanksgiving.
 - b. Christmas.
 - c. Washington's Birthday.
 - d. Decoration day.
 - e. Pioneer Day.
 - f. Arbor day.
 - g. Flag Day.

Probation Officer.

1. Between what ages must children attend school.
2. For how long each year must they attend.
3. What are lawful reasons for not attending.
4. What is the penalty for a parent keeping his child out of school without a lawful reason.
5. Whose duty is it to enforce the compulsory school law.

METHOD OF PRESENTATION

The child should early learn who are the officers of the school and in a general way what authority is exercised by each, his relation to the teacher and to his fellow pupils; who furnishes him a school building and keeps it in condition for his use. In short the effort should be directed toward getting him to take an intelligent interest in his school environment.

The more difficult topics like the creation of school districts and the source of the school funds may be deferred for consideration until he reaches the upper grades. Some phases of the work may be presented incidentally, others by correlating with other subjects while in the case of still other phases a certain amount of time may be set apart for their study.

THE CITY

In 1790 about one thirty-third of the people in the United States lived in cities, while in 1900 the number was about one-third, and yet the city is the only civil division in the United States in which the government is not derived from the people; here the source is the state legislature. The problem of city government is still further complicated by the fact that the largest number of foreigners, who know least about American institutions, are found in them. A large part of the wealth in the United States is to be found in the cities so the election of mayor is in many instances as important as that of governor and in one instance, New York, is second only to that of the president of the United States.

The Officers ordinarily found in a city are:

1. The Mayor.
2. Councilmen.
3. Marshal.
4. Policemen.
5. Clerk.
6. Treasurer.
7. Engineer.
8. Street Commissioner.
9. Water Works Superintendent.
10. Police Judge.
11. City Attorney.
12. City Health Officer.
13. Chief of the Fire Department.
14. City Librarian.
15. Garbage Collector.
16. Sexton.

City Government is Administered Along the Following Lines:

1. The Mayor or the chief executive officer.
 - a. Elected by whom and for how long,
 - b. His power in law making.

- c. Appoints what other officers.
- d. What officers are responsible to him.
- 2. The Councilmen.
 - a. Elected by whom and for how long.
 - b. Their power in law making.
 - c. Do they represent the city as a whole or in part.
 - d. What kind of men should be elected to this office.
 - e. Should they be elected for long or short terms.
- 3. The Marshal and Policemen.
 - a. What are their duties.
 - b. What kind of men should be appointed to these offices.
 - c. Why should there be night as well as day policemen.
 - d. How are they appointed to office.
- 4. The Streets.
 - a. What is the name of the officer who cares for the streets.
 - b. Who pays for grading streets and putting in cross walks.
 - c. Who pays for laying all sidewalks and who orders them put down.
 - d. Give some reason why streets in cities should be paved.
 - e. In case someone is injured from a fall on defective sidewalks or street, who pays the damage.
 - f. How may everyone aid in keeping the streets clean.
- 5. Water Supply.
 - a. From what source may a city be supplied with water.
 - b. How is the water conveyed to each house.
 - c. What is a reservoir and how should it be cared for.
 - d. Why should streets be sprinkled and who pays for it.
 - e. Why should every home have a lawn, trees and flowers.

- f. Why should water be supplied as cheaply and abundantly as possible.
- g. Why should every city own its water works system.

6. Fire Department.

- a. How does a city protect itself against fire.
- b. What is a fire engine.
- c. Why should every city have a fire company.
- d. How soon after a fire alarm may a team be harnessed and hitched to a fire engine.
- e. Name some cities where there have been large fires.
- f. What are some of the causes of fires.
- g. In what way will good fire protection insure better insurance rates.
- h. In what different ways may fire alarms be given.

7. Public Lighting.

- a. What are some of the advantages of all of the people in the same town being supplied with light from a common source.
- b. Why should the streets be lighted at night.
- c. Why should a city own its own light and gas plants.
- d. By what means may the power necessary for electric light be supplied.
- e. For what other purposes than lighting may electricity be used.

8. Public Health.

- a. Who is the city health officer and what are his duties.
- b. Who is the garbage collector and what are his duties.
- c. Why should the streets, alleys and back yards be kept clean.
- d. Why should a family where there is a contagious disease be quarantined.
- e. Why should all cases of sickness be reported to the health officer.

- f. What should be done with all furniture and articles of clothing used by a person afflicted with a contagious disease.
 - g. How may the spread of a contagious disease be prevented.
 - h. What is meant by a disinfectant.
9. Public Buildings.
- a. Name all of the public buildings in your city.
 - b. Who pays the expenses for the erection and maintenance of these buildings.
 - c. Why should they be protected by every one.
 - d. For what purposes are the buildings used.
 - e. Why should not public buildings be taxed.
 - f. Who is the building inspector and what are his duties.
10. Public Grounds.
- a. Name the public grounds in your city.
 - b. Why should every city have large playgrounds for the schools and an athletic field for the public.
 - c. Why and how may every city improve its park.
 - d. Why should not rubbish be allowed to be dumped on to vacant lots.
 - e. Why should trees be planted along all streets.

General Remarks.

- 1. Name the three classes of cities in this state.
- 2. Explain the meaning of the terms.
 - a. Incorporate.
 - b. Charter.
 - c. Ordinance.
 - d. Franchise.
 - e. Municipal ownership.
- 3. From what sources does a city secure the necessary money to pay the expense of city government.
- 4. Why should all city officers be non-partisan.
- 5. Where does the city get its charter.
- 6. How may a city secure a new charter or have its present charter amended.
- 7. Who constitute the board of equalization in a city and what are its duties.

METHOD OF PRESENTATION

The city furnishes much of interest to the child for the study of life in the community. There are the various kinds of industry, the different kinds of churches, the many forms in which social life is manifest, the educational institutions and the annual elections show him much from a political standpoint. While the pupil should acquire a certain amount of definite information from the instruction given by the teacher, his interest should be enlarged by showing him how he is a part of the community in which he lives, and how he is to some extent individually responsible for the condition of his town.

Paved streets, beautiful parks, fine public buildings, good schools and clean government come only when a majority of the voters demand them and are willing to pay for them.

THE COUNTY

The county is formed ; its rights are conferred and its duties imposed by an act of the state legislature. The county organization brings justice near the people, enables them to attend to local affairs too extensive for a smaller community, and affords a medium by which they may transact business with the state. It serves as a convenient basis of apportioning members of the legislature among the people. It maintains local officers, such as sheriff and prosecuting attorney, whose duties would be too narrow if confined to a township. It secures a competent and higher tribunal than the justice's court for the trial of suits at law. This was the original purpose, and is still the controlling reason for the division of the states into counties.

Peterman's "Elements of Civil Government."

As regards age, citizenship, residence and manner of election, all county officers are equal but the requirements of their offices demand persons of widely different qualifications and ability.

The following is a list of county officers:

1. Sheriff.
2. Assessor.
3. Clerk who is ex-officio auditor and recorder.
4. County school superintendent.
5. Probate judge.
6. County commissioners.
7. Treasurer.
8. Surveyor.
9. Coroner.
10. Justice of the peace.
11. Constable.

While the last two officers are not, strictly speaking, county officers in that every precinct in the county has such officers yet the precinct is so closely connected with the county that precinct government may be considered in connection with it.

The County Seat.

1. How located or changed.
2. What officers reside here and why.
3. How is the court house built and who furnishes each of the offices.
4. Who has charge of the jail and why should men, women and juvenile offenders be separated.
5. How often does the district court meet.
6. How often does the county court meet.
7. How often does the probate court meet.
8. What is done with a person arrested for crime when court is not in session.
9. What is the county board of equalization.

The Almshouse.

1. Who are admitted to this home.
2. How is it supported.
3. Why should each county have such a home.

County Fairs.

1. Why should fairs be encouraged.
2. How established.
3. The object and value.
4. What kinds of fairs may the county aid.
5. How much may the county commissioners appropriate for this purpose.
6. What kinds of amusements should be prohibited on the fair grounds.

County Roads and Bridges.

1. By whom created.
2. Why should there be good roads.
3. How is the expense of road building paid.
4. May a road be opened up across any one's farm.
5. Does every one pay a road tax.
6. Why should the whole county be taxed to build a bridge that will not benefit all.
7. Which county officers locate roads and let the contracts for the building of bridges.

8. Would it be a good plan to compel all those confined in the county jail to work on the public roads.
9. Would better roads be built if every one was charged a road tax and all road building done by contract.

County.

1. How created, divided or abolished.
2. What must be its area and valuation of property.
3. Who fixes the maximum, minimum and exact rate of taxation in a county.
4. Who passes the laws for the county and what officers enforce them.
5. Who fixes the exact amount of the salaries of each county officer.
6. When do all officers assume the duties of their office.
7. What is meant by the term "qualifying" for office.
8. Who fill all vacancies.
9. What is meant by "experting" the books of each of the county officers and why should this be done.
10. Name the counties of the state.

County Elections.

The voters at a county election vote for precinct, county and state officers and United States representatives, and on presidential years, electors for President and Vice President. There are four regular steps to be taken in holding an election.

1. The candidates for office must be nominated.
2. The campaign conducted.
3. The registration of voters.
4. The election must be conducted in accordance with the laws passed for governing them.

The Primaries.

1. Object.
2. By whom called—Central Committee.
3. What notice given.
 - a. Time when held.
 - b. Place where held.
 - c. Names number of delegates allowed in each precinct.

4. By whom called to order.
5. What officers elected.
6. Delegates must be elected by ballot.
7. Tie vote to be determined by lot.
8. How is it determined who is allowed to vote.
9. Who may challenge a voter and how is the contest settled.
10. How is the result of the election determined.
11. What is done with the votes after the election.
12. Who cast the votes of absent delegates.
13. In case of fraud who determines which delegates are to be seated.
14. How does a delegate establish his right to a seat in the convention.
15. What is the penalty for fraudulent voting at the primary.

The County Convention.

1. Meets when and where.
2. Composed of whom.
3. By whom called to order.
4. By whom may the various committees be appointed.
5. What is the work of the Committee on "Credentials."
6. What is the work of the Committee on "Order of Business."
7. What is the work of the Committee on "Resolutions."
8. How is the manner of voting determined.
9. What is the objection to choosing delegates to the state convention and nominating candidates for county offices by the same convention.
10. What are the advantages and disadvantages of electing candidates from all parts of the county.
11. What is meant by nominating candidates for office by "direct primaries."

The County Central Committee.

1. Composed of whom.
2. By whom selected.
3. By whom are the chairman and secretary of this committee chosen.

4. Who is the general manager of the campaign in the county.
5. Where is the money obtained which is used in employing speakers, securing halls for meetings and hiring brass bands as well as other expenses incurred in conducting a campaign.
6. Why should the chairman of the county central committee be a strong, honest, upright man.
7. Would it be a good plan to force each party to publish an itemized account of their receipts and expenditures of the campaign.
8. What is the relation of the county central committee to the county convention.
9. Who determines the time for holding the primaries and county convention.

The Registration of Voters.

1. What is a registrar and by whom appointed.
2. How many days previous to election has a voter in which to register.
3. What is meant by registering when applied to a voter.
4. Who are not allowed to register.
5. What are some of the advantages of the registration of voters.
6. What is the result if the voter fail to register.

Election.

1. What are the duties of the (a) judges, (b) clerks of an election and by whom are they appointed.
2. What is a "booth."
3. What is meant by challenging a voter and who may do it.
4. How may the judges know whether a voter has registered and is entitled to vote.
5. Tell how the voter prepares his ballot.
6. Who has the ballots printed.
7. What is meant by "scratching" the ticket.
8. In case the voter is physically unable to fill out his ballot who does it for him.
9. What precautions are taken to secure absolutely secret voting.

10. During what hours of the day are the polls open.
11. What is the penalty for illegal voting or for attempting to bribe a voter.
12. After the polls are closed what is done by the judges, of each precinct, with all ballots and books showing the returns.
13. Who constitute the board of canvassers and what is their work.

METHOD OF PRESENTATION

This work is taken up in the seventh grade, when the children are old enough to take an interest in the newspapers and understand many things in connection with county government.

The more difficult parts which have reference to party management may be omitted until later, but the rest of the work if carefully presented by the teacher may be understood by children in this grade. If the questions are raised in school the child will often get much assistance from his parents as well as to arouse a certain amount of interest in public questions by their discussion. The child is often acquainted with one or more of the county officers and this will afford a starting point.

THE STATE

"An American may, through a long life, never be reminded of the Federal Government, except when he votes at presidential and congressional elections, buys a package of tobacco bearing the Government stamp, lodges a complaint against the postoffice, and opens his trunk for a custom house officer on a pier at New York when he returns from a tour in Europe. His direct taxes are paid to officials acting under State laws. The State, or a local authority constituted by State statutes, registers his birth, appoints his guardian, pays for his schooling, gives him a share in the estate of his father, deceased, licenses him when he enters a trade, marries him, divorces him, entertains civil actions against him, declares him a bankrupt, and hangs him for murder. The police that guard his house, the local boards that look after the poor, control highways, impose water rates, manage schools,—all these derive their legal powers from the State alone. In comparison with such a number of functions the Federal Government is but a department for foreign affairs."

James Bryce, author of "The American Commonwealth," and English Ambassador to the United States.

Its History.

I. The Oregon Country.

1. Bound it.
2. On what was their claim to this country based by.
 - a. Russia.
 - b. Spain.
 - c. Great Britain.
 - d. United States.
3. When was Oregon organized as a Territory and how much did it embrace.
4. When was Washington organized as a Territory and how much did it embrace.

II. Idaho.

1. When was it organized as a Territory and what were its boundaries.
2. Where were the first settlements in the state, and what induced settlers to come to the territory.

3. Where was the first capital and when was it moved.
4. Who was the first governor of the territory.
5. Who was the first delegate in congress.
6. When was the territory admitted as a state.
7. Where was the convention held which framed the constitution of the state.
8. Name some prominent members of this convention.
9. Who was the delegate in congress and who was President of the United States when the territory was admitted as a state.
10. Who were :
 - a. The first governor.
 - b. The first senators.
 - c. The first representative of the state.

The Resources.

I. Agriculture.

1. Name the different kinds of agricultural products of this state and in what parts they are grown.
2. Where is the agricultural college located and in what ways does it aid the farmer.
3. What kinds of crops pay best in the community where you live.

II. Horticulture.

1. Name the different kinds of fruits grown in this state and the parts of the state where grown.
2. What is a horticultural inspector and what are his duties.
3. Why should all fruit growers be compelled to spray their trees.
4. Why should all fruit be "inspected" before being shipped.
5. What kinds of fruit pay most in your community.

III. Timber.

1. Name and locate the most valuable timber lands in the state.
2. Where are the great saw mills located.
3. Is the timber owned chiefly by the state or by private individuals.
4. What is a forest reserve and what are some of its advantages.

5. Locate the forest reserves in this state.
6. What is the stone and timber act.

IV. Mineral.

1. What kinds of minerals are found in this state.
2. Locate the mining regions.
3. Why are children under fourteen years not allowed to work in mines.
4. What are the duties of a mine inspector.

V. Live Stock.

The governor appoints a state live stock sanitary board composed of seven members, one from each judicial district. Three of these represent the cattle interest, three the sheep interest and one the horse interest.

1. What are the duties of the state veterinary surgeon.
2. What are the duties of the live stock inspector in each district.
3. On what conditions may stock be shipped into or out of the state.
4. What is the object of having all animals inspected before they are slaughtered.
5. What diseases affect the stock in your neighborhood.
6. How may disease among stock be prevented from spreading.
7. Why should stock be kept free from disease.

VI. The Public Lands of the State.

The state has no public land except that given it by the national government. The sixteenth and thirty-sixth sections of every township are given for public school purposes and 668,080 acres to be selected by the state were given for special purposes and this land is spoken of as "special grants."

1. How is land surveyed.
2. What is meant by "principal meridians," "range lines," "base lines," "township lines."
3. Who constitute the State Board of Land Commissioners.
4. When a township is thrown open for settlement what right has the state in making its selection of land.
5. What is a timber cruiser.

6. How is agricultural land selected.
7. How is the value of the land belonging to the state determined.
8. What may the state do with its land.
9. What is done with the money received by the state from the sale or rental of its land.
10. Tell how much land has been donated to each of the state institutions.

VII. Irrigation.

1. In which counties of the state is irrigation practiced to any great extent.
2. How many acres of arid land may one man take up under the Carey act.
3. How is the selection of land under this act made.
4. What kinds of crops grow best on irrigated land.
5. Why is irrigated land more valuable than land which is not.

VIII. State Institutions.

1. Eleemosynary.
 - a. The Soldiers' Home—Its location, who admitted, how managed how supported; why should the old soldier be cared for at the expense of the government. How many inmates in the home at present. What is the average annual cost of caring for one inmate of the home.
 - b. The School for the Deaf, Dumb and Blind—Where located, who are admitted, how much is allowed annually for the support of each one attending, why should their education be at public expense, name some kinds of work which may be done by blind people, how is the school supported.
 - c. The Insane Asylums—Where are they located; what steps must be taken before a person may be committed; how are the patients cared for; what per cent. of them recover; how are they conveyed to the asylums; how are the asylums supported.

2. Reformatory.

- a. The Industrial Training School—Where located, who are admitted, give the necessary steps in commitment, what are the boys and girls in this school taught, how long must they remain, what opportunity have they for meeting their parents, on what condition may their term be shortened.

3. Penal.

- a. The Penitentiary—Where located, how many inmates at present, are men and women confined in the same building, what are the duties of the warden, in what are the prisoners engaged, what is meant by paroling a prisoner, have the prisoners any library, place of recreation or amusement. In what ways could and should the public aid prisoners when discharged.

3. Educational.

- a. The Academy of Idaho—Where located, object, present attendance, number of teachers, present value of building and equipment, on what conditions are students admitted, may graduates from this academy enter universities and colleges without examination.
- b. The Normal Schools—Lewiston and Albion—Where located, object, attendance, present number of the faculty, on what condition may students enter either, what papers are granted by these schools, are these diplomas recognized in other states. What is the object of a training department. Why should the state require trained teachers for its schools, how much has each school invested at present in buildings and equipment, what advantages are offered for cheap board, what is the average annual cost to the pupil attending either of these schools.

- c. The University—Where located, what three schools are combined in the university, what general courses of study are offered, who are admitted to the university, number of students as shown by the last annual enrollment, present number of its faculty, value of its buildings, average annual expense of the student attending, are students going from this university to other state universities admitted to the same classes without examination, what advantages are offered to reduce the students' expenses.
- d. The Free Traveling Library—How many kinds of libraries in the state, what is the free traveling library, how many books has it, how is it managed, how may a station of this library be established, what need is there of any except school libraries, how many books are sent to a station at one time, how long do they remain, who is responsible for them, who may use them.

THE STATE GOVERNMENT

It is sometimes said that there are four departments in both the state and the national government. 1. The people. 2. The legislative. 3. The executive. 4. The judicial.

I. The People.

1. What is meant by saying "all political power is inherent in the people."
2. Has the government any power except that delegated to it by the people, and has any power been delegated to it which cannot be recalled by them.
3. What is the relation of church and state.
4. May any religious qualification be required for holding office, teaching in or attending any school in this state.
5. May any person attending any school in the state be required to attend any religious exercise.
6. What rights has one arrested for crime.
7. Explain the origin of the two kinds of juries and the work of each.
8. Why is a grand jury more likely to bring a criminal to justice than is the public prosecutor.
9. On what condition may any individual write or publish what he pleases.
10. For what different purposes may there be made a public use of lands in this state.
11. For what purposes, to whom and when shall courts of justice be open.
12. For what purposes may the people assemble.
13. How may a majority of the people of this state get any law passed or repealed which they may wish passed or repealed.
14. Why should every citizen vote at all primaries and elections held in his precinct.
15. When only is a property qualification for voting required.
16. On what conditions may a voter lose his right to vote.
17. What power have the people to change any law or the constitution of their state.

II. Legislative.—Legislation should be viewed quite as much from the standpoint of evil influences of bad laws as from the helpful results of good, so also should the integrity and strength of character of the legislator count for quite as much as his wisdom. In other words the men who are elected to make laws for the entire state should be both wise and strong.

1. Why does the legislative department more nearly represent the people than does either of the others.
2. Should the legislators be men of as much ability as the governor or the supreme judges.
3. Give the various steps from the introduction of a bill until it becomes a law.
4. Why should each house be divided into committees for the transaction of business.
5. What is a lobbyist.
6. Why is the speaker of the house such an important official.
7. In what ways may a legislative librarian be helpful in law making.
8. When is a caucus a good thing and when an evil.
9. What is meant by a "representative" or a "senatorial" district.
10. What is meant by the people "petitioning" or "instructing" their representatives.
11. Why should all money bills originate in the house.
12. What evils result from the election of United States senators by the state legislatures.
13. Why should secret sessions of the legislature be not allowed.

III. Executive.—The executive department should be viewed from the standpoint of (a) law making, (b) administration, (c) enforcement of the law. Every department of state government and every institution must report to the governor. He will, therefore, know the needs of all. The administration of state government is largely through the executive officers and boards, but they are responsible to the governor and their success will depend largely upon his administrative ability while

the usefulness of all laws will depend upon their enforcement.

1. Governor.

- a. Why is the supreme executive power of the state vested in one person.
- b. What qualities ought a governor to possess.
- c. What power has the governor in law making.
- d. What power has the governor in law enforcing.
- e. What is his relation to the state militia.
- f. What officers does he, with the consent of the senate, appoint.
- g. What is meant by commissioning an officer.
- h. What provision is made for executive succession.

2. Boards—Who constitute when and where do they meet.

a. Arbitration.

- (1) What cases may be arbitrated.
- (2) In what way must the arbitrators make their award.
- (3) What is required of the parties to the controversy before arbitration proceedings are begun.
- (4) Why is arbitration better than a law suit.

b. Canvassers.

- (1) This board counts the votes for what offices.
- () What is meant by the "returns," "canvassing the votes."
- (3) In what way is the officer elected notified by the board.
- (4) How is a tie vote settled.

c. Dental examiners.

- (1) By whom and for how long appointed.

- (2) To whom are certificates to practice dentistry issued.
- (3) Is an ordinary physician allowed to extract teeth.
- (4) Why not allow anyone to practice dentistry until authorized by the board.
- d. Medical examiners.
 - (1) How appointed — Qualification of its members.
 - (2) What is required of an applicant before he is allowed to practice medicine.
 - (3) Why should not anyone be allowed to practice medicine until he can pass a thorough examination.
 - (4) What is the penalty for practicing medicine without a license.
- e. Education.
 - (1) Grants what papers.
 - (2) Who prepares the course of study for the first eight grades in all schools.
 - (3) Who prepares questions for the county examination.
 - (4) Why should there be a uniform course of study in the schools and uniform lists of questions for all teachers' examinations.
- f. Equalization.
 - (1) What is the relation of the county assessors to this board.

- (2) How does this board equalize taxes on the same kinds of property all over the state.
- (3) What right has this board to raise or lower the values of property, fixed by the assessors of the various counties.

g. Examiners.

- (1) Why must all claims against the state, except salaries fixed by law, be passed upon by this board.
- (2) A has a bill against the state; give the various steps which must be taken by him in collecting it.
- (3) Why should all claims against the state be itemized and sworn to before they are allowed.
- (4) Is there any officer in the state who can tell for what every dollar paid out, in any one year by the state, has been expended.

h. Horticulture.

- (1) Into how many districts has the board divided the state.
- (2) What powers has the deputy inspector appointed for each of these districts.
- (3) Why should all fruit and fruit trees be inspected before they are allowed to be shipped.

i. Land commissioners.

- (1) What sections of every township are given to the public schools.
- (2) What is meant by "special grants" and how many acres are embraced in these grants.

- (3) Who makes the selections for the 'special grant' land and how is it done.
- (4) What is meant by "lieu lands."
- (5) How is any of the school land sold.
- (6) On what terms rented or leased.
- (7) What use is made of the money received from the sale of school lands.

j. Pardons.

- (1) Meaning of the terms, pardon, commute, reprieve, parole.
- (2) When does the board meet.
- (3) What is required of a prisoner seeking a pardon.
- (4) How may a prisoner be restored to citizenship.

k. Prison commission.

- (1) Has general charge of the penitentiary.

l. Mining.

- (1) How is a mine located.
- (2) Why should there be a mining inspector.
- (3) What kinds of mines are there in this state; where are they located.

m. Labor and Statistics.—Commissioner.

- (1) What are the general duties of this officer.
- (2) Of what advantage to the state is it to have published reports of its resources and industries sent to other states.
- (3) How does he collect statistics on all subjects of interest in the state.

n. Bank commissioner.

- (1) What is a bank.
- (2) Explain meaning of the terms corporation, stock, share, trust, monopoly, "watered stock," rebate.
- (3) Why should all banks be inspected by a state officer.
- (4) What is the state depository law.

o. State engineer.

- (1) What is a water right.
- (2) For what purposes may water, obtained by right from the state, be used.
- (3) What is meant by "priority" of right.

IV. Judicial.—Every citizen has certain legal rights and when he is denied any of these rights he may resort to the courts for their enforcement. He should therefore know the ordinary methods of procedure in case he desires to enlist the support of the court, but the enforcement of law is oftentimes not so much a matter of private as of public concern and every person should be brought into a realization of the necessity of an able, honest and fearless judiciary. There are in every state two general classes of courts. United States or Federal, which try all cases where a national law has been violated, and State courts, which try cases for a violation of the laws of the state. The state courts are subdivided into the following:

1. Justice—Found in every precinct of the state and presided over by a justice of the peace.
2. County—Presided over by the three county commissioners.
3. Probate—Presided over by the probate judge who is ex-officio juvenile judge.
4. District—Comprising two or more counties and presided over by a district judge.
5. Supreme court presided over by three supreme judges.

6. Court for the trial of impeachment.
7. There are certain terms more or less applicable to all of these courts, which should be known by every one who wishes to understand any of them as the following: jurisdiction, civil case, criminal case, cases in equity, plaintiff, defendant, warrant, summons, evidence, verdict, judgment, execution, sentence, writ of habeas corpus, certiorari, mandamus, injunction, appeal, putting off the trial, new trial, demurrer, contempt of court, the powers and duties of the following officers: Judge, sheriff, clerk, constable, prosecuting attorney, justice of the peace, bailiff, court stenographer,; indictment, bound over, bail, commitment to prison, misdemeanor, felony, capital offenses, breach of the peace, assault and battery, executor, administrator, lien, mortgage, deed, foreclosure, testimony, empaneling a jury, complaint.
8. Name the qualifications, manner of election and term of office of the officers who preside over each of the courts mentioned.
9. Why should the tenure of office be longer and more permanent in the case of the judiciary than in either of the other departments.
10. A gave B a note for \$100, which is now due, how may B enforce its payment if A refuses to pay it
11. A contractor employed a painter to paint a house, but left without paying him, how may the painter get his money.
12. A man steals a horse, give the various legal steps taken from the time the horse is stolen until the thief is turned over to the warden of the penitentiary.
13. Give the jurisdiction of each of the courts mentioned in (a) civil cases, (b) criminal cases, (c) in what territory.
14. Why should a deed or mortgage be recorded as soon as given.
15. Why should a purchaser always secure an abstract of title before paying for a piece of land.

16. How may a person be prevented from doing something which another thinks he has no legal right to do.

METHOD OF PRESENTATION

As the state government is so much like the national little can be said in regard to the one that does not apply to the other. There are departments of government, the manner of passing laws, their interpretation and enforcement, the rights and privileges of each department, qualifications and manner of election of the officers, and many other similarities known to all teachers could be mentioned. Yet the opportunities for getting at the details in the administration of state government are much better than in the case of the national government, and it may also be added that while in the case of the national government general knowledge is sufficient in the case of the state the knowledge should be specific; for here the citizen is called upon to perform a specific service or to select others to do it for him. The work therefore in the study of national and state government may be correlated to a good advantage.

PARTY ORGANIZATION AND MACHINERY

There is no provision in the national or the state constitutions prescribing the methods for conducting the work of political parties, yet custom, which has all the force of law, is quite uniform in the various states as to methods of calling conventions, nominating candidates and conducting campaigns.

Primaries.

These are the meetings of the qualified voters of any political party held in the precincts. There is no place where the citizen has so much power as here. If there are any issues which he desires to raise or any persons whom he wishes nominated for office he has an opportunity to express his wishes in the choice of the delegates whom he selects, but if he neglect to attend the primaries he has practically no voice in the choice of the candidates or the platform of his party. The date and place of holding the primaries are determined by the county central committee, but the hour and day are regulated by law, being from 3 to 6 p. m. in the country and 2 to 7 p. m. in the city, and the meetings must be held in every precinct of the county on the same Monday afternoon. The meeting is called to order by the precinct committeeman or some qualified member of the party, and a chairman, two judges and two clerks are elected. Any one who affiliated with the party at the last election or who is casting his first vote may take part in the primaries. The officers may be elected by a viva voce vote, but the delegates must be selected by ballot. The delegates are given certificates of election, which are called credentials and are signed by the judges and clerks; these entitle the delegates to a seat in the county convention.

Conventions.

There are three kinds of conventions:

County, composed of delegates chosen at the primaries, that elect delegates to the state convention or nominate the candidates for the county offices.

State, composed of delegates chosen by the county conven-

tions that may select delegates to the national convention or nominate candidates for the various state offices.

National, composed of delegates chosen by the state and territorial conventions, that nominate candidates for President and Vice President.

The number of delegates attending a county or state convention is determined by the political party and usually depends upon the number of votes cast for the highest state official at the last election. But in the national convention the number of delegates is arbitrarily fixed by the party. The Republican party allows two delegates for each senator and representative from each state and four from each territory, while the Democratic party allows six delegates from every territory and four from the District of Columbia, the number from the states being the same as that allowed by the Republican party.

The convention is usually called to order by the chairman of the central committee or some one designated by him and a temporary organization effected by the election of a temporary chairman and secretary. The chairman appoints or the convention elects three committees, one on credentials, another on order of business and still another on resolutions. The first examines the credentials of the delegates, the second arranges the order of business and the third prepares appropriate resolutions as well as the platform of the party.

When the convention has effected a permanent organization, its work is conducted by a majority vote of the delegates.

Central Committees.

The county central committee is composed of one delegate from each precinct, the state, of one delegate from each county and sometimes one from each judicial district and the national of one delegate from each state and territory.

These committeemen are elected, each by his county, state or national convention and serve from the meeting of one convention to that of the next.

The committee selects its chairman and secretary who may or may not be members of the committee, and an executive committee from their number who, with the chairman, may in most cases act for the whole committee.

The central committee determine when and where the conventions are to be held, and in the case of the county and state

the number of delegates, fill vacancies that occur in the committee and do many other things of a routine character. But the real management of the campaign is in the hands of the chairman of the committee, who is the general manager of the party. He hires speakers, public halls, brass bands, directs the distribution of literature and determines when particular speakers are to be sent or whether they are to be allowed to speak at all in his district.

He is a man selected because of his intimate knowledge of the officers of his party and for his executive and administrative ability.

The funds necessary for conducting a campaign are obtained by assessing the candidates, voluntary contributions from those whose business may be affected by the result of the election and people quite generally interested in the success of the party.

BIBLIOGRAPHY

In the list of books here appended the object has not been so much, numbers as fitness for the grade of work for which the book is recommended and each has been examined with that object especially in view.

J. H. Seelye—"Citizenship" gives a comprehensive view of the subject from the rights and duties of the individual to that of nations. Ginn & Co., Chicago; price 30 cents.

C. D. Hoxie—"How the People Rule" is another brief yet general statement of government touching upon the city, the state and the nation. Silver Burdette & Co., Chicago; price 40 cents.

Dole—"The American Citizen" treats of citizenship quite fully. D. C. Heath & Co., Chicago; price 80 cents.

Markwick & Smith—"The True Citizen" is a book of 250 pages, dealing with the fundamental virtues emphasized in family government. The book is rich in anecdotes and personal allusions which are interesting alike to teacher and pupil. American Book Co., Chicago; price 60 cents.

Mabel Hill—"Lessons for Junior Citizens" is a very helpful book in the primary grades. "The School System," "The Fire Department," "The Park Commission," "The Juvenile Courts" are only a few of the many practical subjects discussed in the form of an interesting story. Ginn and Company, Chicago; price 60 cents.

William Arthur Dunn—"The Community and the Citizen" is a practical work on "civics," suitable for any grade, as it deals with life in each of the civil units of government, stimulating, by its concrete illustrations, the child to take an interest in every phase of community life. D. C. Heath & Co., Chicago, Ill.; price 70 cents.

D. F. Wilcox—"The American City" is a very full and satisfactory development of city government in all of its various phases. The Macmillan Co., San Francisco, Cal.; price \$1.25.

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"The Political Code of Idaho" is an invaluable book, but out of print, yet often obtainable from some lawyer. It contains the law, giving the method of procedure of every office and institution of Idaho.

The reports of the secretaries of the various state institutions as well as those of the executive officers and the different boards are very helpful in the study of the institutions and resources of the state.

All of these reports may be obtained without charge by addressing the proper officer.

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